

Assessment Schedule – 2013

French: Demonstrate understanding of a variety of extended spoken French texts (91543)

Evidence Statement

Question One							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information about the event.	Little valid information about the event	Some valid information about the event	A range of valid information about the event and an attempted valid explanation about what happens during this event.	Explanation about the event and the warnings given before it happened is supported by information from the text	Full explanation about the event, the warnings given before it happened and the plan around the event is supported by information from the text	A justified answer about the reasons for the organisation of such an event, the warnings that had been given and the plan that had been proposed.	A fully justified answer about the reasons for the organisation of such an event, the detailed warnings that had been given and the plan that had been proposed.
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>				For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>			
<p>High School students demonstrate in the streets exactly 100 days before the first exam of the baccalaureat. It is a French tradition that takes place each year.</p> <p>Students demonstrate throwing food such as eggs and flour at each other in the streets.</p> <p>The students had been warned by a letter about 10 days before the event that if there were any trouble in the streets, there would be sanctions.</p> <p>The principal had proposed that it be celebrated by the last year students (year 13) the Friday before with a variety of activities which the students from literary section in their final year did/accepted to do, but others decided to cause havoc by throwing projectiles in streets around the school.</p>				N1 – It is a French tradition.			
				N2 – It's an annual event.			
				A3 – The students party in the streets and eat			
				A4 – It happens 100 days before the first baccalaureat exam.			
				M5 – The students throw eggs and flour at each other.			
				M6 – The students had been warned that there would be sanctions.			
				E7 – The principal of the school sent a letter 10 days before to let the students know there would be sanctions. The principal also suggested some other activities to do on the Friday before.			
				E8 – The principal of the school suggested alternative activities to still celebrate the Father Hundred, which some students from the literary section accepted to do. Some students still preferred to go on the streets and party their own way to celebrate this event – which obviously would lead to sanctions.			

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information on the consequences of this event.	N2 Little valid information on the consequences of this event.	A3 Some valid information on the consequences of this event.	A4 A range of valid information on the consequences of this event.	M5 Explanation about the consequences of this event supported by information from the text	M6 Full explanation about the consequences of this event and the reactions around it is supported by information from the text	E7 A justified answer about the consequences of this event and the reactions around it and what is proposed for the future.	E8 A fully justified answer about the consequences of this event and the explanation of people's reactions around it and what is proposed/hoped for the future.

Specific evidence	For example
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>
A three-day stand down exclusion for all students who were absent on that day (28/02) except for students who brought a note from their parents with an explanation deemed serious/valid. Many parents thought the sanction was a bit heavy-handed / disproportionate, but many others thought it was good because this tradition doesn't fit with the school values and its discipline / rules. The president of the Parents Association said that this demonstration doesn't fit the value of respect held by the school and it represents a risk and a bad influence for the younger students of the school. She hopes that in the future some intelligent events will be organised with others schools in the city.	<p>N1 – Any absent students are disciplined</p> <p>N2 – A three-day stand down / exclusion for all students who were absent on that day</p> <p>A3 – Students who brought a note from their parents with an explanation deemed serious / valid don't get stood down</p> <p>A4 – Many parents thought the sanction was a bit disproportionate</p> <p>M5 – The president of the Parents Association said that the demonstration didn't match the school's value of respect</p> <p>M6 – Many parents thought the Père-Cent tradition doesn't fit with the school values and its discipline / rules</p> <p>E7 – The event represents a risk and a bad influence for the younger students of the school.</p> <p>E8 – This tradition is seen as a minor event by some parents; therefore, they feel that the school's discipline is maybe a bit disproportionate but the President is concerned by the risks to younger students and really hopes that in the future some alternative, more intelligent activities can be organised in conjunction with other high schools in the city.</p>

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information on the e-book market	N2 Little valid information on the e-book market	A3 Some valid information on the e-book market	A4 A range of valid information on the e-book market.	M5 Explanation about the evolution of the e-book market is supported by information from the text	M6 Full explanation about the evolution of the e-book market and the French attitude towards e-books is supported by information from the text	E7 A justified answer about the evolution of the e-book market and the French attitude towards e-books is described.	E8 A fully justified answer the evolution of the e-book market and the French attitude towards e-books is described in detail.

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive</i>
<p>An e-book revolution has been predicted for a few years but it has not happened yet. The market for books is estimated to be 4.13 billion euros. E-books make up only 0.6 % of this market. This figure is increasing but remains quite weak – much weaker than the 15% in the US. Selling price for e-books. It is much lower in the US</p> <p>Distribution of 'real' books in France remains important and diversified but it is a lot weaker in the US.</p> <p>About 15% of French people 15 years and older in France have read at least one e-book this year. 3 times more than last year. Clear progression but resistance remains strong, more than ½ French people have never read an e-book and do not intend to do so. French people seem to be very attached to traditional books on paper.</p>	N1 – The e-book price is lower in the US
	N2 – E-book sales are increasing but remain quite low
	A3 – Three times more people have read an e-book this year than last
	A4 – Distribution of 'real' books in France remains important and diversified but a lot weaker in the US
	M5 – Around 15% of French people over the age of 15 have read at least one e-book this year
	M6 – The market for books is estimated to be 4.13 billion euros. E-books make up only 0.6 % of this market
	E7 – Clear progression but resistance remains strong, as more than ½ of all French people have never read an e-book and do not intend to do so
	E8 – The predicted revolution of the e-book market estimated at 4.13 billion euro, is yet to happen, as it represents only 0.6% of the market. This market is still low – certainly much lower than in the US as the distribution of 'real' books remains important and diversified in France. There is a clear progression in the market as three times more people than last year, about 15% of 15 years and older, have read at least one e-book. French people are a bit resistant, more than half have never read an e-book and actually don't intend to as they seem to be very attached to the traditional books.

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding / is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information about readers of e-books.	N2 Little valid information about readers of e-books.	A3 Some valid information about readers of e-books.	A4 A range of valid information about readers of e-books.	M5 Explanation about who the readers of e-books are and the support they use is supported by information from the text	M6 Full explanation about who the readers of e-books are and the support they use to read e-books are supported by information from the text	E7 A justified answer about who the readers of e-books are and the support they use to read e-books with an evaluation of hacking problems.	E8 A fully justified answer about who the readers of e-books are and the support they use to read e-books with a detailed evaluation of hacking problems.

Specific evidence. <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items</i>	For Example <i>These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive</i>
<p>Generally men, less than 35 years old with a degree/ diploma, that spend an average 71 minutes per day reading, who likes to read 3.6 million tablets sold in France in 2012 but 300 000 e-readers only. Tablet sales are crushing those of e-readers but e-readers are becoming more efficient. It is estimated that 500 000 e-readers will be sold from now until the end of 2013.</p> <p>Hacking e-books is not yet wide spread. 72% of the readers of e-books have not acquired their book illegally but more than 14% of the readers admit having downloaded a pirated book.</p> <p>This is becoming less frequent.</p>	N1 – men
	N2 – A man who likes to read
	A3 – A man who spends 71 minutes on average per day reading
	A4 – generally men less than 35 with a degree or a diploma
	M5 – 72% of the readers of e-books have not acquired their book illegally but more than 14% of the readers admit having downloaded a pirated book.
	M6 – E-reader sales are increasing and it is estimated that 500 000 e-readers will be sold from now until the end of 2013
	E7 – Tablets sales are crushing those of e-readers but e-readers are becoming more efficient/improved/performing better so sales of e-readers are likely to increase
	E8 – Educated men less than 35 years old are generally more likely to read e-books. They also like to read and would spend an average of 71 minutes reading per day. In 2012, 3.6 million tablets were sold and only 300 000 e-readers which shows that tablet sales are crushing those of e-readers but as they are becoming more efficient it is estimated that 500 000 e-readers will be sold by the end of 2013. The hacking problem does exist but is not yet very significant. 72% of the readers of e-books say they didn't get their book illegally, although 14% of them admit having downloaded a pirated book but this trend is diminishing.

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32